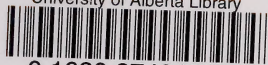


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June 1997



English 33

Part A: Written Response

Grade 12 Diploma Examination

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June 1997

English 33 Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

Suggested time
75 minutes

Value
50% of the Part A mark

... Page 1

- **Section II:**
Functional Writing

Suggested time
45 minutes

Value
30% of the Part A mark

... Page 12

- **Section III:**
Response to Visual Communication

Suggested time
30 minutes


Value
20% of the Part A mark

... Page 20

Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

- Read the **whole** examination before you begin to write.
- Budget your time carefully; the suggested time for each section is only a guideline for you.
- Follow instructions carefully.
- Complete **all three** assignments.
- Space is provided in this booklet for planning and for your finished work. Please write your finished work in blue or black ink. Feel free to make cross-outs and revisions directly on your finished work.
- You may use the following references:
 - a print or electronic dictionary (English language and/or translation)
 - a thesaurus
 - an authorized writing handbook
- **Do not write your name anywhere in this booklet.**



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SECTION I: PERSONAL RESPONSE TO LITERATURE (Suggested time: 75 min.)

Read the excerpt from *Revenge* and complete the assignment.

from REVENGE

Rhoda, the narrator, and her five male cousins are staying with their grandmother for the summer. The boys have constructed a jumping pit where they practise pole-vaulting. They have refused to let ten-year-old Rhoda join in their activities. She strongly resents having been excluded. This particular evening, Rhoda is the maid of honor at her cousin Lauralee's wedding.

People came from all over the Delta. There were tables with candles set up around the porches and sprays of greenery in every corner. There were gentlemen sweating in linen suits and the record player playing every minute. In the back hall Calvin had set up a real professional bar with tall, permanently frosted glasses and ice and mint and lemons and every kind of whiskey and liqueur in the world.

I stood in the receiving line getting compliments on my dress, then wandered around the rooms eating cake and letting people hug me. After a while I got bored with that and went out to the back hall and began to fix myself a drink at the bar.

I took one of the frosted glasses and began filling it from different bottles, tasting as I went along. I used plenty of crème de menthe and soon had something that tasted heavenly. I filled the glass with crushed ice, added three straws, and went out to sit on the back steps and cool off.

I was feeling wonderful. A full moon was caught like a kite in the pecan trees across the river. I sipped along on my drink. Then, without planning it, I did something I had never dreamed of doing. I left the porch alone at night. Usually I was in terror of the dark. My grandmother had told me that alligators come out of the bayou¹ to eat children who wander alone at night.

I walked out across the yard, the huge moon giving so much light I almost cast a shadow. When I was nearly to the water's edge I turned and looked back toward the house. It shimmered in the moonlight like a jukebox alive in a meadow, seemed to pulsate with music and laughter and people, beautiful and foreign, not a part of me.

I looked out at the water, then down the road to the pasture. The Broad Jump Pit! There it was, perfect and unguarded. Why had I never thought of doing this before?

I began to run toward the road. I ran as fast as my Mary Jane pumps² would allow me. I pulled my dress up around my waist and climbed the fence in one motion, dropping lightly down on the other side. I was sweating heavily, alone with the moon and my wonderful courage.

Continued

¹bayou—a marshy offshoot of a river or other body of water

²Mary Jane pumps—dancing shoes

I knew exactly what to do first. I picked up the pole and hoisted it over my head. It felt solid and balanced and alive. I hoisted it up and down a few times as I had seen Dudley do, getting the feel of it.

Then I laid it ceremoniously down on the ground, reached behind me, and unhooked the plaid formal. I left it lying in a heap on the ground. There I stood, in my cotton underpants, ready to take up pole-vaulting.

I lifted the pole and carried it back to the end of the cinder path. I ran slowly down the path, stuck the pole in the wooden cup, and attempted throwing my body into the air, using it as a lever.

Something was wrong. It was more difficult than it appeared from a distance. I tried again. Nothing happened. I sat down with the pole across my legs to think things over.

Then I remembered something I had watched Dudley doing through the binoculars. He measured down from the end of the pole with his fingers spread wide. That was it, I had to hold it closer to the end.

I tried it again. This time the pole lifted me several feet off the ground. My body sailed across the grass in a neat arc and I landed on my toes. I was a natural!

I do not know how long I was out there, running up and down the cinder path, thrusting my body further and further through space, tossing myself into the pit like a mussel shell thrown across the bayou.

At last I decided I was ready for the real test. I had to vault over a cane barrier. I examined the pegs on the wooden poles and chose one that came up to my shoulder.

I put the barrier pole in place, spit over my left shoulder, and marched back to the end of the path. Suck up your guts, I told myself. It's only a pole. It won't get stuck in your stomach and tear out your insides. It won't kill you.

I stood at the end of the path eyeballing the barrier. Then, above the incessant racket of the crickets, I heard my name being called. Rhoda . . . the voices were calling. Rhoda . . . Rhoda . . . Rhoda . . . Rhoda . . . Rhoda . . . Rhoda . . .

I turned toward the house and saw them coming. Mr. Marcus and Dudley and Bunky and Calvin and Lauralee and what looked like half the wedding. They were climbing the fence, calling my name, and coming to get me. Rhoda . . . they called out. Where on earth have you been? What on earth are you doing?

I hoisted the pole up to my shoulders and began to run down the path, running into the light from the moon. I picked up speed, thrust the pole into the cup, and threw myself into the sky, into the still Delta night. I sailed up and was clear and over the barrier.

I let go of the pole and began my fall, which seemed to last a long, long time. It was like falling through clear water. I dropped into the sawdust and lay very still, waiting for them to reach me.

Sometimes I think whatever has happened since has been of no real interest to me.

Ellen Gilchrist
Contemporary American writer

Section I: Personal Response to Literature

THE ASSIGNMENT

Driven by the desire to prove herself, the young narrator in the excerpt from “Revenge” experiences the sweet sensation of personal triumph.

What is your opinion of the idea that we are strongly motivated by the need to prove ourselves?

In your writing, you should

- consider the narrator’s responses to her situation
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Section I: Personal Response to Literature

PLANNING

There is additional space for planning and drafting on pages 6, 8, and 10.

Section I: Personal Response to Literature

FINISHED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on pages 7, 9, and 11.

Section I: Personal Response to Literature

PLANNING

There is additional space for planning and drafting on pages 8 and 10.

FINISHED WORK

Section I: Personal Response to Literature

PLANNING

There is additional space for planning and drafting on page 10.

Section I: Personal Response to Literature

FINISHED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on page 11.

Section I: Personal Response to Literature

PLANNING

Section I: Personal Response to Literature

FINISHED WORK

SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

Ms. Bessie Ordkurat, Principal of Nalwen High School, has decided to eliminate the formal ceremony, dinner, and dance that usually accompany Grade 12 graduation at the school, beginning in 1998. This year's graduation ceremony is to be the last.

Ms. Ordkurat has decided to eliminate graduation ceremonies because some parents of students attending Nalwen High School have complained that the cost of graduation is out of control. They believe that continuing with a formal ceremony, a dinner, and a dance, is just too expensive for many Nalwen families. (See the list of average costs on page 13.) Other parents have complained that graduation cuts into study time and that graduation parties have become a problem. (See the newspaper clipping on page 13.)

You are Pat Jones, the Grade 12 representative on the Nalwen High School Students' Union. The Grade 10 and Grade 11 representatives on the students' union have asked you to write a letter to Ms. Ordkurat on behalf of the present Grade 10 and Grade 11 classes at Nalwen High School. They want you to persuade Ms. Ordkurat to reverse her decision.

You have received a number of suggestions from fellow students, and these suggestions have helped you to decide what to include in your letter. As well, students' union members have collected other information that may help you to prepare your letter. (See page 13.)

THE ASSIGNMENT

On behalf of the Grade 10 and Grade 11 classes, write the letter that will persuade Ms. Ordkurat to reverse her decision to eliminate formal graduation ceremonies at Nalwen High School.

In preparing your letter, BE SURE to

- consider your purpose and audience
- study the information on page 13 and use it to help you to write a persuasive letter
- use an appropriate tone

Sign your letter PAT JONES, Grade 12 Representative, Nalwen High School Students' Union.

Continued

Clipping from *The Nalwen News*, June 13, 1997

Nalwen High To Eliminate Grad Ceremonies

Nalwen, Alberta: Principal Bessie Ordkurat has decided to eliminate Nalwen High School's formal Grade 12 graduation ceremonies beginning with the 1997-98 school year. When asked to explain her decision, Ms. Ordkurat said, "I am reluctant to eliminate the traditional Grade 12 graduation ceremonies because I know that they are important to students; however, I have received so many calls and letters of complaint from parents that I feel there is no option but to cancel future graduation ceremonies."

Ms. Tess Quigsok-Heaths, President of the School Council of Nalwen High School, a parent-and-community advisory committee, supports Principal Ordkurat's decision to eliminate graduation. She says, "Students, or should I say students' parents, can easily spend six or seven hundred dollars on grad. This is a ridiculous expense. I remember when I graduated from high school: we spent about \$50 to decorate the high school gym and then played a few records for our dance. Today's kids aren't satisfied unless they rent the Nalwen Fine Arts Theatre for their ceremony and have dinner and a dance at the most expensive ballroom in Nalwen. They expect to be driven around in limousines and to rent hotel rooms for parties after the dance. All of this has got to stop!"

Some parents have also expressed concern that the high cost of graduation may mean that students from low-income families are excluded. Others are worried that students spend so much time planning for graduation that their studies may suffer and their marks may decline. Still others, such as Mr. Herb Seba, manager of the local ice cream parlour and father of five, believe that graduation celebrations inevitably degenerate into "wild drinking parties."

Mr. Neal Terfdoome, English teacher at Nalwen High School, is sorry to see the graduation exercises and formal dinner and dance eliminated. He says, "Graduation is essentially the only 'coming of age' ritual that we have in this society. It is important for youngsters to have some sort of formalized event that welcomes them into the adult world."

Average Costs for Items Associated with Nalwen High School Graduation Ceremonies

Prepared by the School Council of Nalwen High School

Girls:

- dress—\$245.00
- hair styling—\$45.00
- shoes—\$80.00

Boys:

- tuxedo rental—\$95.00
- shoes—\$75.00
- flowers for date—\$35.00

Girls and Boys:

- grad fees—\$60.00
- dinner and dance tickets—\$25.00 each
- limousine—\$90.00 (split among four grads)
- hotel room—\$80.00 (also shared)
- graduation pictures—\$120.00

Survey of Student Opinion Regarding the Elimination of Graduation Ceremonies at Nalwen High School

Prepared by The Nalwen High School Students' Union

	Number of Students Who Oppose Eliminating Graduation	Number of Students Who Agree with Eliminating Graduation
Grade 10		
Girls	145	13
Boys	138	28
Grade 11		
Girls	156	11
Boys	147	21
Grade 12		
Girls	137	3
Boys	130	13

Section II: Functional Writing

PLANNING

There is additional space for planning and drafting on pages 16 and 18.

Section II: Functional Writing

FINISHED WORK

Nalwen High School



432 Park Crescent, Nalwen, Alberta T6R 1P1

Dear Ms. Ordkurat:

Handwriting practice lines consisting of 15 horizontal lines.

There is additional space for revised work on pages 17 and 19.

Section II: Functional Writing

PLANNING

There is additional space for planning and drafting on page 18.

Section II: Functional Writing

FINISHED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for revised work on page 19.

Section II: Functional Writing

PLANNING

Section II: Functional Writing

FINISHED WORK

[illegible]

SECTION III: RESPONSE TO VISUAL COMMUNICATION



International Expedition at the North Pole, 1993

SECTION III: RESPONSE TO VISUAL COMMUNICATION
(Suggested time: 30 minutes)

Examine the photograph on page 20. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea does the photograph communicate to you? Explain how the details in the photograph and the photographer’s choices support this idea.

PLANNING

Idea communicated:

Support:

There is additional space for planning and drafting on pages 22 and 24.

Section III: Response to Visual Communication

PLANNING

There is additional space for planning and drafting on page 24.

Section III: Response to Visual Communication

FINISHED WORK

[illegible]

There is additional space for revised work on page 25.

Section III: Response to Visual Communication

PLANNING

Section III: Response to Visual Communication

FINISHED WORK

Blank lined paper.

Credits

Ellen Gilchrist. From *In the Land of Dreamy Dreams* (Little Brown and Company, 1981). Reprinted under the Alberta Government Print Licence with Cancopy (Canadian Copyright Licensing Agency).

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Name

Apply Label With Student's Name

English 33: Part A

English 33: Part A

June 1997

(Last Name)

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(Legal First Name)

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Name:

Date of Birth:

Sex:

Permanent Mailing Address:

(Apt./Street/Ave./P.O. Box)

(Village/Town/City)

(Postal Code)

School Code:

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School:

Signature:

No Name

Apply Label Without Student's Name

English 33: Part A

For Department Use Only

M1

M2

M3

